

English, Grade 10 Academic ENG2D	
Lesson 2: Finance in Fiction	
<p>Connections to Financial Literacy</p> <p>In this lesson students will reflect upon the financial decisions made by characters in novels and plays. They will identify and consider prominent financial concepts present in the story such as: income, money, earning, saving, spending, investing, budgeting, credit and borrowing, risks and rewards, compound interest, pensions, insurance, taxes, and planning ahead. (<i>A Sound Investment, Financial Literacy in Ontario Schools</i>, 2010, p.13)</p> <p>Students will consider the financial implications of each of these concepts to becoming financially responsible citizens by critically analyzing the text using thinking prompts. Through whole class and small group discussion, and a brief oral presentation, students will make connections between financial concepts and the text. At the end of the lesson, students will demonstrate their learning through a creative writing activity.</p>	<p>Text Forms Explored in Lesson</p> <p>Literary texts: Novel Play Short story</p> <p>Text Forms Created in Lesson</p> <p>Choice of Persuasive letter, blog, rant, speech, journal entry, or series of tweets</p>
Curriculum Expectations	
ORAL COMMUNICATION	
<p>Overall Expectations: By the end of this course, students will:</p>	
<p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Specific Expectations:</p> <p>Purpose 1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks</p> <p>Using Active Listening Strategies 1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions</p> <p>Using Listening Comprehension Strategies</p>

	<p>1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts</p>
<p>2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Purpose</p> <p>2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience</p> <p>Interpersonal Speaking Strategies</p> <p>2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p>Clarity and Coherence</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience</p>
<p style="text-align: center;">READING AND LITERATURE STUDIES</p>	
<p>Overall Expectations: By the end of this course, students will:</p>	
<p>1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning</p>	<p>Specific Expectations:</p> <p>Variety of Texts</p> <p>1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading</p> <p>Using Reading Comprehension Strategies</p> <p>1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts</p> <p>Demonstrating Understanding of Content</p> <p>1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts</p> <p>Making Inferences</p> <p>1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts</p> <p>Extending Understanding of Texts</p> <p>1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Analysing Texts</p> <p>1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p>Critical Literacy</p>

	1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power
WRITING	
Overall Expectations: By the end of this course, students will:	
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience	Specific Expectations: Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a variety of writing tasks Generating and Developing Ideas 1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate Research 1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, and complete and appropriately meet the requirements of the writing task
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	Form 2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms Voice 2.2 establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing Diction 2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience Sentence Craft and Fluency 2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas Revision

			<p>2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies</p> <p>Producing Drafts</p> <p>2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations</p>
<p>3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>			<p>Punctuation</p> <p>3.3 use punctuation correctly and appropriately to communicate their intended meaning</p> <p>Grammar</p> <p>3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently</p> <p>Proofreading</p> <p>3.5 proofread and correct their writing, using guidelines developed with the teacher and peers</p> <p>Producing Finished Works</p> <p>3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p>
<h2>Learning Goals</h2>			
<p>By the end of this lesson, students will know, understand, or be able to...</p> <ul style="list-style-type: none"> Identify and employ strategies for critically analyzing elements of a text Define and relate financial concepts in a critical analysis of a text Examine and reflect upon financial terms addressed in a chosen text Understand the definition and role of each term in financial decision making Demonstrate understanding of the role of the financial concept in the story through a dramatization activity Engage in discussion of the relevance of each concept in financial decision making Reflect upon the future financial implications of these terms through a point of view writing assignment. Demonstrate learning of these terms through a RAFTS writing activity 			
<h2>Instructional Components and Context</h2>			
Readiness & Instructional Strategies	Terminology	Materials	
<p>Readiness</p> <p>Students should have:</p> <ul style="list-style-type: none"> Familiarity with novel or play that will be discussed in class Skills and knowledge in place 	<p>Terminology</p> <p>Related to Financial Literacy:</p> <ul style="list-style-type: none"> income money 	<p>Action Prior to Lesson</p> <p>Copies of novels or plays that have examples of financial terminology (See Grade 10 Appendix 1-2: List of Texts)</p>	

<p>that will allow them to summarize a text and identify its various literary elements</p> <ul style="list-style-type: none"> • Familiarity with reading, analyzing and discussing novels and plays. • Familiarity with analyzing basic elements of fiction: plot, setting, characterization, setting, tone, mood, atmosphere, theme, perspective • Collaborative group skills (active listening, taking turns, responding to peers) • Familiarity with financial terminology • Experience exploring inferences that arise from the use of connotative language in a text • Experience with posting onto a blog and providing constructive feedback to peers (see Grade 10, Lesson 1) • Experience presenting to peers <p>Strategies Think Pair Share</p>	<ul style="list-style-type: none"> • earning • saving • spending • investing • budgeting • credit and borrowing • risks and rewards • compound interest • pensions • insurance • taxes • planning ahead <p>Related to Curriculum:</p> <ul style="list-style-type: none"> • plot • setting • characterization • setting • tone • mood • atmosphere • theme • perspective 	<p>Minds On</p> <ul style="list-style-type: none"> • Grade 10 Lesson 2: Appendix 2-1: Glossary of Terms for Finance in Fiction <p>Action</p> <ul style="list-style-type: none"> • Grade 10 Appendix 2-2: Response Prompts • Grade 10 Appendix 2-3: Assessment of Learning Task <p>Consolidation</p> <ul style="list-style-type: none"> • Grade 10 Appendix 2-3: Assessment of Learning Task • Grade 10 Appendix 2-3: RAFTS Activity • Access to Journaling & Blogging Sites such as Tumblr, Wordpress, Blogger and Presentation Sites – Prezi, Animoto,
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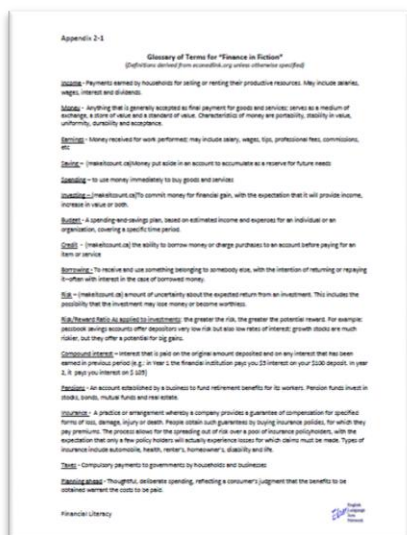
Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:****Whole Class**

- Teacher will lead discussion with class to brainstorm responses to the following prompt:
What are vocabulary or terms that are important in understanding finances/money? (i.e. income, budget, bank account)
- Students engage in a Think Pair Share to discuss possible responses, and contribute 2 or 3 important ideas from their discussions.

- Following the brainstorm discussion, the teacher provides students with a copy of **Lesson 2 Appendix 2-1: Glossary of Terms for Finance in Fiction**. In small groups students compare their lists with the glossary and make additions where appropriate.



Suggested Accommodations for IEP Students

Instructional

Duplicated notes, ability grouping, partnering, assistive technology (text-to-speech software i.e. wordQ or Premier), graphic organizers, mind maps, repetition of information, reduced/uncluttered format, rewording or rephrasing of information, extra time for processing

Environmental

Strategic seating, alternative workspace (for independent activities)

Assessment

Extended time limits, verbatim scribing, oral responses, reduction in number of tasks, assistive technology (text to text).



Differentiation of process:

- Discussion in small groupings;
- Discussion extended in online environment on discussion board.
- Content of discussion recorded and posted on class webshare space (e.g. using document camera or flip camera) so it may be reviewed as needed by students.



A for L Assessment for learning

Teacher monitors small group discussions and provides oral feedback to students as they work in small groupings to ensure that discussion is focused on main topics of financial terms and their function within the story

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:****Small Groups → Guided → Group Discussion**

Following the brainstorming discussion, the class will be broken up into small groups in which students will review the elements of the novel or play and discuss the presence of financial concepts in the story:

- Teacher will provide students with a schema for analyzing the text from a “financial literacy” standpoint (**Grade 10 Appendix 2-2: Response Prompts**)
- In Small Groups, students will discuss responses to the questions indicated in the schema
- Upon completing of the analysis, each group will choose one of the concepts and compile an analysis of it and explain its context within the whole text (i.e. budget – how does the character maintain a budget in the story? What is the role of the budget? Does this reveal responsible financial decision making? What could the future financial outcomes be with this budget?)
- Students can present their findings to the class in a brief oral presentation. Students are encouraged to use technology if it is available to enhance their presentation. (**Refer to Appendix 2-3: Assessment of Learning Task**)

Appendix 2-3: Assessment of Learning Task

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Appendix 2-3 (Assessment of Learning Task)

Magnifying Money – Financial Concepts in Fiction – Oral/Visual Presentation

The best way to learn a concept with thoroughness is to be able to teach it.

Task: For this activity you will be teaching the class about the financial concept from the list discussed in class. Your presentation must include the following parts:

- A common definition of the term
- Your (or your peers') definition of the term
- Examples and cohesive explanation of how the term was present in the text (you must cite quotations with page numbers from the text)
- What can be learned about financial prosperity from an understanding of this term (you can use examples from the text or from your own life)
- Question for the audience to check for understanding of the term

Requirements:

- The presentation must not exceed 3 minutes.
- There should be a visual (ppt, power point, short video) to engage your audience.
- You must communicate with clarity and cohesiveness.
- Be prepared to respond to questions

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Checklist for Oral Presentation – Finance in Fiction

Criteria	Expectation	Assessment	Comments
Knowledge and Understanding	<ul style="list-style-type: none"> ➤ Presentation has a clear purpose ➤ Information presented is clear, accurate and relevant 	0 1 2 3 4 5	
Thinking and Inquiry	<ul style="list-style-type: none"> ➤ Incorporates analysis and conclusions ➤ Shows creativity and originality that engages the audience ➤ Responds to questions with clear and relevant information 	0 1 2 3 4 5	
Communication	<ul style="list-style-type: none"> ➤ Delivers presentation smoothly ➤ Uses appropriate language and tone ➤ Organizes material logically 	0 1 2 3 4 5	
Application	<ul style="list-style-type: none"> ➤ Demonstrates ability and ability ➤ Uses visual aids and technology with effectiveness ➤ Uses correct language and grammar 	0 1 2 3 4 5	

Note: 0 = not at all, 1 = limited, 2 = somewhat, 3 = fairly, 4 = thoroughly and 5 = perfectly

Strengths:

Suggestions for Next Steps:

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Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Independent → Whole Class

Students will demonstrate their understanding of

AOL Assessment of Learning: Students should demonstrate that they understand the financial terms and have considered the future consequences of financial decisions.

various financial terms and the elements of fiction through a creative writing assignment. Individually, students will write from the point of view of different financial concepts that are mentioned in the story. If technology is available, students may post their work onto their blog for classmate review and commentary.

Teaching Emphasis - *It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):*

Teacher uses student work/thinking to make connections and extend their learning by asking the following questions:

Refer to **Appendix 2-3: Assessment of Learning Task** and **Appendix 2-3: RAFTS Activity** for specific criteria that students should adhere to for this part of the activity.



Assessment **as** learning

Opportunity to co-construct criteria for RAFTS task. **"What makes a good Public Service Announcement?"**

e.g.

- Appeals to the target audience
- Gives a clear message or teaches a lesson to the audience



Differentiation of product: Students can post their RAFTS activity online to their blog in order to share with fellow classmates. Students may also provide constructive comments on each other's work for this activity. Students should also be encouraged to present their writing in using alternative media – visual compilation with music and animation.



Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

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